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ABSTRACT

The Tennessee policy for principals, as based on the "Master Plan for Tennessee Schools: Preparing for the 21st Century," is presented in this document. Following a list of 10 policy statements, sections provide information on the following state standards relating to principals: recruitment and selection of principals; preparation and professional development (standard program for credentialling, internship program for credentialling, and application of the licensure requirements to individual candidates); approval of preparation programs; assessment of performance; annual professional development plans; and initiatives required to implement the policy (local school systems, institutions of higher education, professional school leadership organizations, business and industry, state board of education, and state department of education). A figure, "Principal Preparation and Endorsement, 1994-95," illustrating the current route and the new route for principals is included. The appendixes contain a policy implementation schedule and lists of members of the Task Force on the Preparation, Employment, and the Professional Development of the Principals, 1990-91, and resource individuals. (LMI)

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POLICY FOR THE PRINCIPAL IN TENNESSEE'S SCHOOLS

NOVEMBER 15, 1991

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PREFACE

Effective school leadership is critically important as Tennessee implements changes required for schools of the 21st Century. Every school must have the best principal possible. Current efforts to ensure sufficient resources, to shift decision making closer to those who are working with children in the schools, and to establish clear lines of accountability underscore this point.

The principal is the leader of the school. He or she is accountable for the decisions and results at the school and for overall leadership and management of the school facility, personnel, and students. The principal works under the general supervision of a local school system superintendent and is responsible for carrying out the policies, procedures, and programs established by the state and the local board of education. The principal also works with faculty, staff, students, parents, and community leaders in creating the conditions for learning.

Current policies for preparing principals are inadequate. These policies permit applicants to accumulate coursework, often poorly sequenced, at one or more institutions and to apply directly to the state for endorsement without the recommendation of an institution of higher education. No hands on experience is required of the candidate, nor is any test or performance assessment required. The new policy addresses each of these deficiencies and presents a cohesive set of provisions designed with one goal in mind: to provide the best possible candidates for principal positions and to help principals succeed in their responsibilities.

This policy is based upon the vision of schools represented in the Master Plan for Tennessee Schools: Preparing for the 21st Century. Tennessee is now in the process of adopting new education legislation which will achieve this vision. The vision of 21st Century schools establishes an expectation of a new role for principals. While all of this is not yet in place, new standards for preparation and licensure can be established.

POLICY

This policy regarding the principal in Tennessee schools will be phased in according to the implementation schedule provided in Appendix A.

1. Local school systems and approved institutions of higher education will collaborate in the preparation and professional development of principals.

2. The licensing of a principal candidate will involve two steps: beginning administrator endorsement and professional administrator endorsement. A beginning principal will be required to attain the professional administrator endorsement within three years of employment as a principal.

3. In order to become a fully credentialled principal in Tennessee, an applicant must attain a graduate degree, complete an approved graduate level program of studies in school administration and supervision, be recommended for endorsement by an approved institution of higher education, pass a state required test/assessment, and complete a professional development program and local evaluation as a beginning principal.

4. Standards for preparation and professional development programs will be based on the knowledge and skills needed by a principal for effective leadership and management. The licensure standards will be established by the Advisory Council on Teacher Education and Certification and approved by the State Board of Education.

5. Evaluation of a principal's performance will be the responsibility of the superintendent, will be based upon a performance based contract established for each principal, and will address the following areas of performance: student academic learning and social development; learning environment in the school; faculty and staff development and involvement; parent and community involvement and satisfaction; and financial and program management.

6. Individuals currently employed as principals with valid endorsements can continue to be employed or reemployed without additional endorsements or credentials.

7. Individuals endorsed in administration/supervision or principal but not currently employed will complete the state required test/assessment prior to employment.

8. A statewide registry of candidates will be maintained by the state to assist local school systems in recruiting administrative personnel.

9. Local school systems will be encouraged to provide leadership development activities for aspiring and current school administrators in cooperation with other school systems and organizations.

10. The state will provide funding to support the preparation, testing and performance assessment of highly qualified principal candidates, and for competitive salaries for principals.

RECRUITMENT AND SELECTION

Each local school system has the responsibility for identifying, recruiting, and selecting the best available school leaders. The state will provide assistance to local school systems in developing and improving recruitment, selection, and employment procedures. Local school systems and institutions of higher education are encouraged to work together to identify and recruit highly qualified potential principal candidates. Local school systems are encouraged to provide leadership development activities for aspiring school administrators which is open to all interested individuals, and especially to prospective minority and women candidates.

The State Department of Education will establish a statewide registry of candidates endorsed in school administration from which school systems may invite applications for principalship openings. The statewide registry will not preclude candidates not on the registry from being considered by local school systems, but will serve as a resource to assist local school systems in identifying the best candidates available.

PREPARATION AND PROFESSIONAL DEVELOPMENT

Beginning principals will be adequately prepared to assume the role and responsibilities of the position. A beginning principal will have had successful teaching experience although the teaching experience need not be in the same school level as the principal position.

The policy establishes a two step process for principals to become fully credentialled. The first step involves preparation, testing and performance assessment prior to employment as a principal. The second step involves professional development and evaluation during the initial years of employment as a principal. The first step leads to endorsement as beginning administrator, the second to endorsement as professional administrator. In addition, there will be two different routes to complete the sequence, the primary difference being that one route includes a one-semester internship, whereas the other does not. Both routes anticipate collaboration between local school systems and institutions of higher education. A diagram of the requirements is provided at the end of this section.

Standard Program

The standard program provides a two step process for principals to become fully credentialled.

Step 1: Beginning Administrator Endorsement and Initial Employment

In the standard program the candidate will complete a graduate degree and will complete an approved graduate level program of studies in school administration and supervision. Candidates must be recommended to the state for endorsement as beginning administrators by an institution of higher education with an approved program. The approved program will address the knowledge and skills required of a principal and will provide opportunities for curriculum leadership specialization in one or more school levels. Moreover, in order to be eligible for the beginning administrator endorsement, a candidate must successfully complete the state required test/assessment. Having completed these requirements, the candidate is eligible for endorsement and employment as a principal.

Step 2: Professional Administrator Endorsement

When local school systems employ beginning principals the systems must initiate contact with one or more institutions of higher education to collaborate in providing a customized professional development program for each beginning principal. The professional development program will include the support of a mentor principal with recognized successful experience and assistance from the institution of higher education. The customized program will provide for curriculum leadership specialization at the grade levels of the school at which the principal is employed and it may or may not involve additional formal study and coursework. The principal will complete a graduate degree in an approved school administration and supervision program if such degree was not obtained as part of beginning administrator preparation.

Beginning principals will be evaluated by the superintendent or designee. The principal may meet the requirements as early as the end of the second year and must meet them no later than the third year. The principal must be jointly recommended by the superintendent and the institution of higher education for the professional administrator endorsement. In the event that the candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

Internship Program

The internship program also involves a two-step process for principals to become fully credentialled.

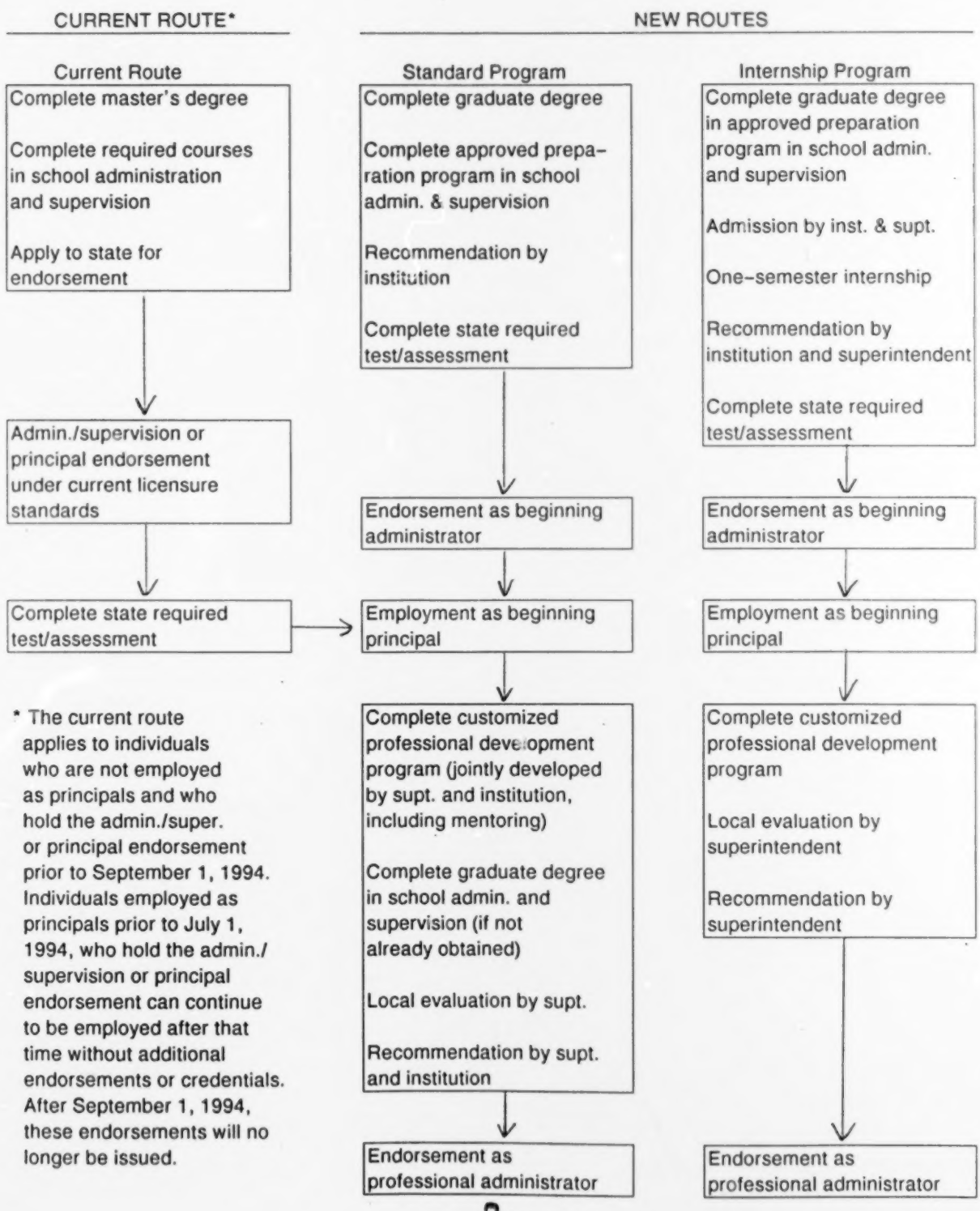
Step 1: Beginning Administrator Endorsement and Initial Employment

In the internship program the candidate will complete an approved graduate level program leading to a graduate degree in school administration and supervision. Institutions of higher education and local school systems will jointly develop the program, admit candidates to the program, and recommend candidates for endorsement as beginning administrators. The program will address the knowledge and skills required of a principal and will provide opportunities for curriculum leadership in one or more grade levels. The program will include an internship of at least one semester spent full-time in a school setting with a mentor principal with recognized experience and assistance from the institution of higher education. In order to be eligible for the beginning administrator endorsement, a candidate must successfully complete the state required test/assessment. Having completed these requirements, the candidate is eligible for employment as a principal.

Step 2: Professional Administrator Endorsement

Since the principal has already completed an internship, the length of time required to attain professional administrator endorsement will likely be less than that required for a principal completing the standard route. The principal will complete a customized professional development program developed by the local school system which will provide for curriculum leadership specialization at the grade levels of the school at which the principal is employed. Following successful evaluation by the superintendent or designee, the superintendent may recommend the principal for professional administrator endorsement as early as the end of the first year of employment but must do it no later than the third year of employment. In the event that the candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

PRINCIPAL PREPARATION AND ENDORSEMENT
EFFECTIVE 1994-95


CURRENT ROUTE*
NEW ROUTES
Current Route
Complete master's degree
Complete required courses in school administration and supervision
Apply to state for endorsement
Admin./supervision or principal endorsement under current licensure standards
Complete state required test/assessment
Standard Program
Complete graduate degree
Complete approved preparation program in school admin. & supervision
Recommendation by institution
Complete state required test/assessment
Endorsement as beginning administrator
Employment as beginning principal
Complete customized professional development program (jointly developed by supt. and institution, including mentoring)
Complete graduate degree in school admin. and supervision (if not already obtained)
Local evaluation by supt.
Recommendation by supt. and institution
Endorsement as professional administrator
Internship Program
Complete graduate degree in approved preparation program in school admin. and supervision
Admission by inst. & supt.
One-semester internship
Recommendation by institution and superintendent
Complete state required test/assessment
Endorsement as beginning administrator
Employment as beginning principal
Complete customized professional development program
Local evaluation by superintendent
Recommendation by superintendent
Endorsement as professional administrator

* The current route applies to individuals who are not employed as principals and who hold the admin./super. or principal endorsement prior to September 1, 1994. Individuals employed as principals prior to July 1, 1994, who hold the admin./ supervision or principal endorsement can continue to be employed after that time without additional endorsements or credentials. After September 1, 1994, these endorsements will no longer be issued.

Application of the Licensure Requirements to Individual Candidates

The licensure requirements of the policy will be applicable to all individuals employed for the first time as principals in Tennessee beginning July 1, 1994. Specifically:

1. An individual employed for the first time as a principal will have attained the beginning administrator endorsement including the state required test/assessment.

2. The beginning administrator endorsement will be sufficient for no more than three years of employment as a principal. Continued employment in the same school or same level of school in the local school system will require attainment of a professional administrator endorsement.

3. An individual holding an endorsement in administration/supervision or principal issued under existing or previous licensure standards can attain employment as a beginning principal or the new beginning administrator endorsement by passing the state required test/assessment.

4. An individual holding an endorsement in administration/supervision or principal and employed as a principal prior to July 1, 1994, can continue to be employed without attaining additional endorsements.

5. No endorsements in administration/supervision will be issued by the state under the existing licensure standards after September 1, 1994. (The principal endorsement is currently no longer issued)

6. Out-of-state candidates who have valid administration/supervision endorsements or who have completed approved administration/supervision preparation programs in other states and who seek employment for the first time as a principal will complete any test/assessment required by the state for the beginning administrator endorsement.

7. Out-of-state candidates who have valid administration/supervision endorsements and experience as school administrators or supervisors will complete at least one year of employment as a principal, including the professional development program and local evaluation, to be recommended for the professional administrator endorsement.

APPROVAL OF PREPARATION PROGRAMS

Institutions of higher education offering preparation programs leading to beginning and professional administrator endorsement will submit them to the State Department of Education for review in accordance with the state's procedures for approval of teacher education institutions and programs. Criteria for program approval will be based upon the knowledge and skills developed by the Advisory Council on Teacher Education and Certification and approved by the State Board of Education. Such programs will be considered for approval by the State Board of Education, upon recommendation of the State Department of Education.

Institutions of higher education offering administrator preparation programs must seek and receive approval of both a program for beginning administrator endorsement and a

program for professional administrator endorsement. Institutions will initiate programs consistent with the new policy no later than fall 1993 and are encouraged to do so earlier.

ASSESSMENT OF PERFORMANCE

Evaluation of a principal's performance will be the responsibility of the superintendent and will be based upon a performance based contract. Results of the assessment of performance will also be used in developing and updating the principal's annual professional development plan. The assessment will address performance outcomes and process measures in the areas listed below:

* Student academic learning and social development
* Learning environment in the school
* Faculty and staff development and involvement
* Parent and community involvement and satisfaction
* Financial and program management

The State Certification Commission will review the state model for local evaluation and recommend to the State Board of Education changes needed to ensure compatibility between the new policy for principals and the state model for local evaluation.

ANNUAL PROFESSIONAL DEVELOPMENT PLANS

Principals are expected to grow in their abilities to lead and manage schools effectively. Both those individuals seeking and those holding principal positions should demonstrate a personal commitment to continued learning for themselves as well as the faculty, staff, and students they supervise. Superintendents will be responsible for establishing with each principal an annual plan for personal professional development which will engage the principal in learning experiences contributing to improved leadership and management of schools. When principals change levels of schools they will focus their annual professional development plans on curriculum leadership specialization at the appropriate school levels.

Local school systems are encouraged to cooperate with each other and other organizations in developing and implementing local school system leadership development activities. Collaborative efforts among local school systems, and with institutions of higher education, professional school leadership organizations, business and industry, and state agencies will provide additional professional development activities and resources from which individual school systems and principals can choose in developing programs and individual plans.

The State Department of Education will develop a long range schedule of professional development activities and resources to be provided or brokered by the state. The schedule will provide, to the greatest extent possible, a comprehensive set of learning opportunities each year from which superintendents and principals can select in implementing the professional development plans for each principal.

INITIATIVES REQUIRED TO IMPLEMENT THE POLICY

The following initiatives are required to support and implement this policy:

Local School Systems

1. Establish criteria and processes for identification, recruitment, and selection of candidates.

2. Support the performance assessment and annual professional development plans of each principal.

3. Develop and support local school system leadership development activities for aspiring and current school administrators.

4. Work collaboratively with institutions of higher education, professional school leadership organizations, business and industry, and state agencies in the preparation, induction, and professional development of beginning principal candidates and employed principals.

Institutions of Higher Education

1. Assist local school systems in the identification, recruitment, and selection of candidates.

2. Provide preparation in school leadership and management for beginning and professional administrator licensure.

3. Work collaboratively with local school systems in the preparation, induction, and professional development of principal candidates.

4. Work collaboratively with local school systems, professional school leadership organizations, business and industry, and state agencies in providing professional development programs for employed principals.

Professional School Leadership Organizations

1. Promote professional standards of conduct and ethics which support effective school leaders.

2. Assist local school systems and the state in promoting educational excellence and professional development and recognizing effective school leaders.

3. Provide professional support and development opportunities for beginning and experienced principals.

4. Work collaboratively with local school systems, institutions of higher education, business and industry, and state agencies in providing professional development programs for employed principals.

Business and Industry

1. Provide opportunities to share leadership development and management training activities with local school systems and principals.

2. Assist principals in developing awareness of community resources and structures.

3. Provide individual principals with short term experiences in leadership and management within business and industry.

4. Work collaboratively with local school systems, institutions of higher education, professional school leadership organizations, and state agencies in providing resources for preparation, induction, and professional development of principal candidates and employed principals.

State Board of Education and State Department of Education

1. Develop licensure standards and approve preparation programs.

2. Develop, approve, and fund testing/assessment processes.

3. Develop and fund statewide professional development activities.

4. Assist local school systems in establishing criteria and processes for identification, recruitment, and selection and in developing and supporting local school system leadership development activities.

5. Work collaboratively with local school systems, institutions of higher education, professional school leadership organizations, and business and industry in utilizing available resources and programs for preparation and professional development of principal candidates and employed principals.

APPENDICES

APPENDIX A

POLICY IMPLEMENTATION SCHEDULE

The Policy for Principals in Tennessee's Schools will be implemented in phases. Beginning in the 1992-93 school year, each principal will have an annual development plan and will have a performance assessment by the local school system superintendent. Beginning in the 1993-94 school year, all higher education preparation programs for school administration and supervision must be based upon the new policy and licensure standards. Individuals employed for the first time beginning July 1, 1994, must meet the new preparation, test and performance assessment requirements. Details of the implementation schedule for this policy are provided below.

Winter, 1991	State Board of Education will consider new licensure standards for principals recommended by the Advisory Council on Teacher Education and Certification under the new policy.
Spring, 1992	Approval of preparation programs recommended by the State Department of Education under the new policy and licensure standards will be considered by the State Board of Education.
Spring, 1992	All principals will plan, in conjunction with their superintendents, their first annual performance plan and personal professional development plan under the new policy to begin in the 1992-93 school year.
Summer, 1992	State agencies, in collaboration with higher education institutions, professional organizations, and business and industry will begin providing high-quality, short-term professional development opportunities for principals and principal candidates endorsed under previous licensure standards.
Fall, 1992	Local school systems will begin implementing performance contracts, performance assessments, and annual professional development plans for all principals under the new policy.
Fall, 1992	Local school systems will begin providing local school system leadership development programs in cooperation with other school systems and organizations for aspiring and current school administrators under the new policy.
Summer, 1993	The State Department of Education will recommend to the State Board of Education for approval the test/assessment to be required of all individuals prior to employment for the first time as principal beginning July 1, 1994.

Fall, 1993	Higher education institutions will initiate preparation programs approved under the new policy for new candidates entering school administration and supervision preparation programs. Approval of the programs will be based on the new policy and licensure standards.
Fall, 1994	Individuals employed for the first time as principals beginning July 1, 1994 must meet the new preparation and test/assessment requirements.

APPENDIX B

TASK FORCE ON THE PREPARATION, EMPLOYMENT, AND PROFESSIONAL DEVELOPMENT OF PRINCIPALS 1990-91

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